

Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***RUNNING***

## **OBJECTIVE:**

To demonstrate cardiovascular fitness.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **INFORMATION:**

Little or no cardiovascular conditioning occurs unless a person has participated in moderate activity (jogging) for a continuous period in excess of 15-20 minutes. The goal is to have students reach that minimum threshold so that cardiovascular fitness training is attained.

## **CLASS ARRANGEMENT:**

Total class participation.

## **INSTRUCTIONAL STRATEGIES:**

1. Students warm up with a light, slow jog. Emphasize the following running techniques:
  - a) Foot strike—how the sole of the shoe meets the ground. Stress a rocking motion from heel to toe where the heel strikes the ground an instant before the toe to produce a rocking motion.
  - b) Glide forward with each step. Don't bounce; too much up and down motion wastes energy and causes sore feet and joints. Take a comfortable stride; don't shuffle or overstride.

2. Students are to participate in the following sequence:

*Progression 1—*

run 8 min	walk 30 sec
run 8 min	walk 30 sec
run 8 min	walk 30 sec
<u>run 6 min</u>	<u>walk 30 sec</u>
total 30 min	total 2 min
of running	of walking
Total time 32 minutes	

*Progression 2—*

run 10 min	walk 30 sec
run 10 min	walk 30 sec
<u>run 10 min</u>	<u>walk 30 sec</u>
total 30 min	1.5 min
of running	of walking
Total time 31.5 minutes	

*Progression 3—*

run 15 min	walk 30 sec
<u>run 15 min</u>	<u>walk 30 sec</u>
total 30 min	total 1 min
of running	of walking
Total time 31 minutes	

## **EVALUATION/MODIFICATION:**

Assess student progress by an endurance run as indicated on the “Improvement Norms” in Appendix C.

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# ***CLIMBING ROPE***

## **OBJECTIVE:**

To increase strength and endurance.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Climbing ropes (five), vaulting mats located under each rope.

## **INFORMATION:**

The body contains more than 600 muscles; the muscles must be used to maintain flexibility and strength. Most Americans lose muscular conditioning as they progress from an active youth, to a less active middle age, and to a more sedentary old age. The muscles shrink in size and strength when they are used less. This change is not simply the result of age; it is the result of the physical inactivity that may accompany aging.

Weight training increases muscle mass. An increase of three to four pounds of muscle tissue from a year of weight training will increase energy expenditure by 120 to 200 calories every 24 hours. This is because a pound of muscle burns 40 to 50 more calories a day than a pound of fat burns. Aerobic exercise combined with weight training is an excellent and effective approach to improve muscle condition and lose excess body fat.

## **CLASS ARRANGEMENT:**

Divide the class evenly among the number of climbing ropes available.

## **SKILLS NEEDED:**

Jump and grasp, jump and hold, swing and hold.

## INSTRUCTIONAL STRATEGIES:

1. Review selected skills as listed under “Skills Needed.”
2. Review the safety rules from “Climbing Rope—Grades.”
3. Students are to practice the following skills:
  - a) Rope swing: From a support position, swing forward and back twice, dropping off at the end of the second back swing.
  - b) Rope Pull-Ups: From a support position, with the hands above the head, pull up and touch the nose to the rope above the hands; return to a straight-arm hand, repeat.
  - c) Leg Hold: Jump to a proper arm-and-leg grasp position, release the hands, and hold for three counts with only the legs.
  - d) Double-rope Candle Stand: Grasping two ropes in a straight-arm support position, pull up and turn over to an inverted support position. Spot carefully.
  - e) Double-Rope Pullover: Grasping two ropes, jump to a bent-arm hold; bend the knees to the chest and drop the head back; pull over to an inverted position and release to a standing position on the mat. Spot carefully.
  - f) Rope Climb: Grip the rope between the shin and the calves, with one foot pressing on the rope; the hips are fully flexed and the arms are extended overhead; as the legs are straightened, the arms pull up and the elbows bend; the bottom hand releases, reaches up over the other hand, and regrips. The process is repeated halfway up the rope. The process is then reversed when climbing down. Do not slide down the rope; use a hand-under-hand grip.
  - g) Bell Ringer: (Only after individual students have demonstrated sufficient control should they be permitted to climb to the top of the rope.) Secure a small bell at the top that can be rung when the climber reaches the top of the rope. Use procedure in Rope Climb.
  - h) Double-Rope Hold: Grasping two ropes, jump up and hold in a bent-arm position with the aid of the legs.
  - i) Double-Rope Swing: Grasping two ropes, run forward and pull up to a bent-arm support, swing forward, and drop off at the end of the back swing.

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# ***AQUATIC AEROBIC ACTIVITIES***

## **OBJECTIVE:**

To develop cardiovascular endurance, muscle flexibility and personal fitness behaviors.

## **LIFE SKILLS:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Shallow end of swimming pool (three to five feet deep).

## **EQUIPMENT/MATERIALS:**

Two empty one-gallon milk jugs per student; cassette or compact disc player and motivating music (optional).

## **INFORMATION:**

Aquatic aerobic activities give people of all fitness levels and body types an opportunity to participate. The activities allow both a high and low-impact workout with very little impact on the body's joints. The large muscle groups are utilized in the isotonic exercises with some resistance due to the flow of water around the body. Flexibility exercises are performed with less difficulty.

## **CLASS ARRANGEMENT:**

Entire class in the shallow end of the pool.

## **SKILLS NEEDED:**

Running, jumping, twisting, basic coordination and balance.

## **INSTRUCTIONAL STRATEGIES:**

(*Note:* Instructor may wish to have students practice these skills on land prior to getting in the water.)

Begin with the students at one edge of the pool; students should be arranged into five lines. Warm up for five to ten minutes by power walking and running in the water (the width of the pool).

Students spread out at least an arm's distance from the people around them. Accompanied by music (optional), the following skills can be put into a routine for the students:

- high and low front and back kicks,
- side to side and crossover scissor kicks,
- jumping jacks (with milk jugs),
- running,
- twisting (jugs submersed), and
- arm resistance exercises using the jugs.

It is important for the instructor to move around the pool to watch for problems. Cool down by power walking two to three widths of the pool and by using the edge of the pool to stretch with leg lifts, knee tucks, side bends with arms extended, calf raises and deep squats. Heart rates should be taken at least twice during the activity.

## **EVALUATION/MODIFICATION:**

Can be modified for low or high-impact activities. Games like water polo, water basketball, and “Land Olympics in the Water” can be played for fun while improving cardiovascular endurance and flexibility.

# ***OUR ENDURANCE***

**OBJECTIVE:**

To develop muscular endurance.

**LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

Mats, cones, stopwatch, counters.

**INFORMATION:**

Muscular endurance allows a person to participate in a physical activity over a period of time. The following exercises will test students' endurance levels, as well as create a healthy activity.

**CLASS ARRANGEMENT:**

Entire class.

**SKILLS NEEDED:**

Motor skills involved in running, push-ups and sit-ups.

**INSTRUCTIONAL STRATEGIES:**

Students will perform a series of three exercises: push-ups, sit-ups, and an 800-meter run. The students will complete as many push-ups and sit-ups as they can in one minute, and then be timed on the 800-meter run.

1. Explain and demonstrate the proper procedure for a push-up and a sit-up.
2. Group students into pairs; have one student do the exercise while the other counts the repetitions.
3. Push-ups: arms should be shoulder width apart, the back should be straight, the feet should be together; move body down until upper arms are parallel with the floor; raise body; repeat.

4. Sit-ups: legs should be bent at a 90-degree angle at the knees, hands should be interlocked behind the head; lean back toward the floor with the back coming no closer to the floor than a 30-degree angle; lean forward until elbows touch the knees; repeat.
5. 800-meter run: students will run 800 meters at their own pace.

### **EVALUATION/MODIFICATION:**

The evaluation would be to score each student on how many push-ups and sit-ups they can do (either a total number or a number in a given time--an achievable minimum number can be established)--and on how fast they run 800 meters. Change the exercises to evaluate other muscular endurance. Increase or decrease the times used and the distance of the run.

### **RESOURCES:**

Physical Assessment and Testing, pp. 32-35.



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# ***STRETCHING***

## **OBJECTIVE:**

To improve flexibility and range of motion.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **INFORMATION:**

Sports medicine specialists believe that many muscular and skeletal injuries may be related to a lack of flexibility.

Three modes of stretching exercises can increase flexibility: (a) ballistic stretching, (b) slow-sustained stretching, and (c) proprioceptive neuromuscular facilitation stretching. Although research has indicated that all three types of stretching are effective in developing better flexibility, each technique has certain advantages.

Ballistic or dynamic stretching exercises are performed using jerky, rapid, and bouncy movements that provide the necessary force to lengthen the muscles. Studies have shown that this type of stretching helps to develop flexibility, but the ballistic actions may cause muscle soreness and injury via small tears to muscle tissue.

During the slow-sustained stretching technique (also called static stretching), muscles are gradually lengthened through a complete range of motion about a joint, and the final position is held for a few seconds.

Proprioceptive Neuromuscular Facilitation (PNF) stretching has become more popular in the last few years. This technique is based on a “contract and relax” method and requires the assistance of another person.

## **CLASS ARRANGEMENT:**

Individually or in pairs.

## **SKILLS NEEDED:**

Knowledge of major joints, muscle groups and safety procedures from previous lessons.

## **INSTRUCTIONAL STRATEGIES:**

1. Students should know the following points about ballistic, static and PNF stretching:

- a. Static and PNF techniques are most often recommended for individuals who want to improve their range of motion.
  - b. Ballistic stretching should be done only by those who are already flexible and/or are accustomed to stretching.
  - c. Stretching should be done at least three times per week for minimal improvement. It is recommended to stretch between five and six times per week for maximum results.
2. Students should understand the “opposing pair” muscle concept involved in these three basic movements:
- a. Flexion-Extension  
Flexion is defined as decreasing the angle between two parts of the body. Extension is the increasing of the angle between two parts of the body.
  - b. Abduction-Adduction  
Abduction is when part of the body moves away from the midline of the body. Adduction is when part of the body moves towards the midline.
  - c. Rotation  
Rotation is when part of the body moves on its longitudinal axis.
3. Students are to perform the lower back, trunk and lateral hip exercises:
- a. Gluteal Stretch: Sit on the floor, bend the right leg and place your right ankle slightly above the left knee, grasp the left thigh with both hands and gently pull the leg toward your chest, repeat the exercise with the opposite leg.  
Areas stretched: Buttock area (gluteal muscles).
  - b. Side and Lower-Back Stretch: Sit on the floor with knees bent, feet to the right side, the left foot touching the right knee, and both legs flat on the floor; place the right hand on the left knee and the left hand next to the right hand slightly above the knee; gently pull the right shoulder toward the left knee and at the same time rotate the upper body counter-clockwise. Switch sides and repeat the exercise (do not arch the back while performing this exercise).  
Areas Stretched: Side and lower-back muscles and lower-back ligaments.
  - c. Trunk Rotation and Lower Back Stretch: Sit on the floor and bend the left leg, placing the left foot on the outside of the right knee; place the right elbow on the left knee and push against it; at the same time, try to rotate the trunk to the left (counterclockwise); hold the final position for a few seconds. Repeat the exercise with the other side.  
Areas Stretched: Lateral side of the hip and thigh, trunk, and lower back.
  - d. Pelvic Tilt: Lie flat on the floor with the knees bent at about a 70-degree angle; tilt the pelvis by tightening the abdominal muscles, flattening your back against the floor, and raising the lower gluteal area ever so slightly off the floor; hold the final position for several seconds. The exercise can also be performed against a wall.  
Areas stretched: Low-back muscles and ligaments.  
Areas strengthened: Abdominal and gluteal muscles.  
*NOTE:* This is perhaps the most important exercise for the care of the lower back.

## **MODIFICATION/EVALUATION**

Have students select and perform stretching exercises; have students identify the type of movement (flexion, adduction, rotation, etc.) involved in the exercises.

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# ***ORIENTEERING***

## **OBJECTIVES:**

To practice problem solving skills and improve physical fitness.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Control cards with a point value assigned based on the degree of difficulty. Cards are to be made by the teacher with point values determined by the teacher.

## **INFORMATION:**

The purpose of this activity is to gain as many points as possible by finding as many control points as possible within the time allowed (for example: 20 minutes). In setting up this activity, a number of stations on the school property are selected and described. A control card of descriptions will be required for the activity; however, a map could also be used if necessary. Each control card has a specific point value. The value depends upon the difficulty of the terrain and the distance which must be covered to reach the station.

A card with a symbol on it is placed at each station and each student is asked to record the symbol in the symbol column on his/her card each time he/she finds a new station. More controls are set out than can be located within the time limit. Points are deducted for going over the allotted time. The winner, if winners are necessary, is the person or team with the highest net points.

## **CLASS ARRANGEMENT:**

This activity requires individual effort.

## **SKILLS NEEDED:**

Running, observational skills, decision-making skills, self-direction and self-control.

## **INSTRUCTIONAL STRATEGIES:**

This is one of the most versatile forms of orienteering because it lends itself to any time frame, any area size and will accommodate any number of students. It is also easy to organize. The following procedures are recommended:

1. Assemble the class at the starting point (for example the northwest corner of the school).
2. Distribute the control cards to each student and have them fill in their name and team.
3. Explain the aim to accumulate as many points as possible toward individual and team total by:
  - a. Finding the card at the area described and recording the symbol in the proper space provided on the sheet.
  - b. Finding and recording as many symbols as possible within the time limit.

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# ***SOCCER***

## **OBJECTIVE:**

To learn the basic rules and strategy of seven-player soccer.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

One ball for 14 students, field markers, colored bibs or shirts to denote team members.

## **INFORMATION:**

Seven-player soccer utilizes a great deal of cooperation and sportsmanship while reinforcing the skills practiced in previous lessons. Because a limited number of players participate at one time, the time on task per player (touching the ball, supporting other players, defending) is increased, thus providing an opportunity for every child to feel like a contributing member of the team.

## **INSTRUCTIONAL STRATEGIES:**

Teach students the following rules:

1. Ball In and Out-of-Play  
The ball is out-of-play when it completely crosses the boundaries of the playing field (that is, the whole ball must be over the line for it to be out). Play is restarted with a throw-in if the ball went over the sidelines, and with a goal kick or corner kick if the ball goes over the end line.
2. Throw-in  
A throw-in is taken along the sideline at the point where the ball went out-of-bounds. The ball is awarded against the team that last touched the ball before it went out. The ball must be thrown into play with two hands, from behind and over the head. The player must face the field and part of each foot must be in contact with the ground on or behind the sidelines when the throw-in is made. If these rules are broken the other team is awarded the ball and gets to restart play with a throw-in.
3. Goal Kick  
A goal kick is awarded to the defending team when the ball crosses the defensive end line after having been last touched by an opponent. The kick may be taken by any member

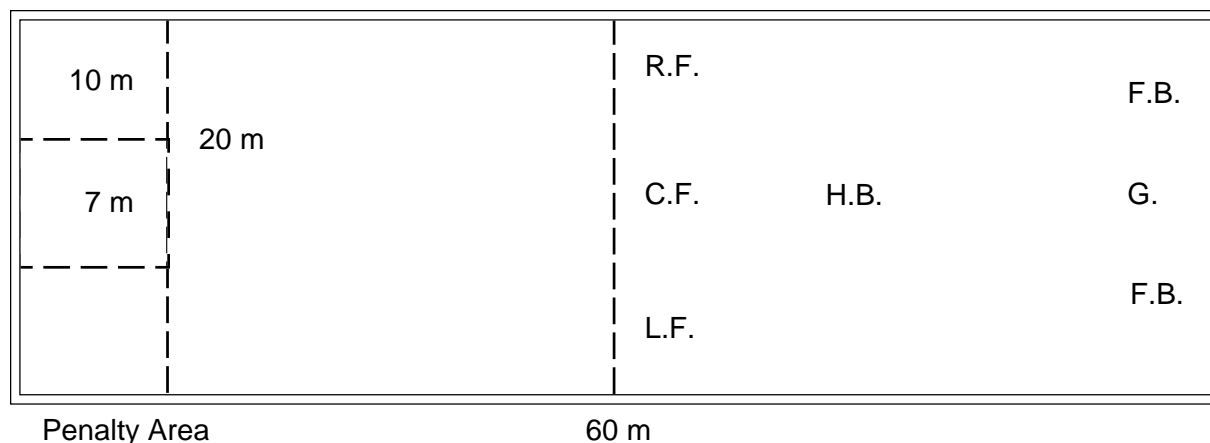
of the defending team from a point within the half of the goal area nearest where the ball went out. The ball must be kicked out of the penalty area and the ball must be played by another player before the kicker can play it again. All opponents must be outside of the penalty area when the kick is taken.

#### 4. Corner Kick

A corner kick is awarded to the attacking team if the ball crosses the defensive end line after having been last played by one of the defending team members. It is taken from the quarter circle by the corner flag on the appropriate side of the field. The flag must not be moved to help the kicker. The opposition must be at least ten yards away. The kicker cannot touch the ball again until it has been touched by another player.

## THE FIELD

## POSITION OF PLAYERS



F.B. = Full Back  
H.B. = Half Back  
G. = Goal Keeper

L.F. = Left Forward  
C.F. = Center Forward  
R.F. = Right Forward

## THE BALL

Number 4 size soccer ball.

## NUMBER OF PLAYERS

Each team consists of not more than seven players, one of whom shall be a goalkeeper. Substitution is allowed at any position, but shall enter the field only during stoppage in the game.

## DURATION OF GAME

- 2 periods x 30 minutes each—Intermediate
- 2 periods x 20 minutes each—Lower Intermediate
- 2 periods x 15 minutes each—Primary

# ***CROSS-COUNTRY SKIING SAFETY***

**OBJECTIVES:**

To recognize and treat frost bite and hypothermia.

**LIFE SKILLS:**

To promote physical activity and exercise as part of a healthy lifestyle; to promote personal, family and community safety as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**INSTRUCTIONAL STRATEGIES:**

Recognizing frostbite and hypothermia symptoms, knowing how to prevent frostbite and hypothermia, and knowing some basic treatment will ensure that appropriate decisions will be made if you or someone you are with is exposed to a cold, wet, windy environment.

Provide the students with the following information:

1. Hypothermia

Exposure to cold weather, wind and dampness (caused by sweating, precipitation, or other sources of water) may cause hypothermia.

The symptoms of hypothermia are:

- a. uncontrollable shivering
- b. vague, slowed, slurred speech
- c. memory lapses, incoherence
- d. immobile, fumbling hands
- e. frequent stumbling, lurching gait
- f. drowsiness
- g. exhaustion, inability to get up after a rest

Treatment of hypothermia:

- a. get the victim out of the wind and rain/snow
- b. remove all wet clothes
- c. get person into dry clothes and a warm sleeping bag or blankets. Another person in the sleeping bag or under the blankets will also help warm the person.

- d. build a fire
- e. give warm drinks

2. Frostbite

Frostbite is a common occurrence following prolonged exposure to cold; frostbite normally occurs on exposed hands, feet, ears and nose.

The symptoms of frostbite are: cold, white, frozen skin.

The types of frostbite are:

- a. Superficial—a frozen hard area on the surface of the skin; the area is quite mobile in the softer, deeper tissues underneath.
- b. Deep—the entire thickness of skin and underlying tissue are frozen solid.

A basic treatment for superficial frostbite is the immersion of the injured part (fingers, toes, etc.) in warm water (100 degrees Fahrenheit) for approximately 20 minutes. This is called rapid rewarming. This should only be done when the person has been removed from the trail; it should NOT be done on the trail. Medical attention should be sought for deep frostbite.

3. Dehydration

Dehydration on an extended outing can easily occur through over-exertion and perspiration. Dehydration is aggravated by breathing cold, dry air which absorbs moisture from the lungs.

The symptoms of dehydration are:

- a. extreme fatigue
- b. lightheadedness
- c. thirst

Dehydration can be prevented by:

- a. dressing in layers to prevent excessive perspiration due to a build up in body heat.
- b. drinking plenty of fluids during the course of the outing (It is advisable to carry a plastic bottle of water or other liquid).



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# ***CROSS-COUNTRY SKIING***

## **OBJECTIVE:**

To learn cross-country (x-c) ski techniques.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Outdoor area, snow-covered field and hills.

## **EQUIPMENT/MATERIALS:**

Skiis, poles, boots, bindings and appropriate clothing (Grade 5 x-c ski lessons as a prerequisite).

## **INFORMATION:**

Cross-country skiing is relatively inexpensive; it has a moderate cost for equipment and for day-to-day access to trails and other facilities. Cross-country skiing is enjoyable whether done alone or with family and friends.

## **CLASS ARRANGEMENT:**

For some skills (skating, skate forms, double pole) use a flat area so the students can ski beside each other. For other skills (snowplow and stem turns) use a gentle downhill with plenty of run-off space at the bottom.

## **SKILLS NEEDED:**

Diagonal stride, herringbone, snowplow.

## **INSTRUCTIONAL STRATEGIES:**

1. A warm-up activity for the students is "Hares and Hounds." Divide class into two groups with half being the hares, half being the hounds. The hares get a two-minute head start. Then the hounds are to track down the hares. The hares are given ribbons to wear as bunny tails. When a hound catches a hare, the tail is collected as a trophy of the hunt. The game continues for five minutes. Switch sides and repeat.

2. Students should learn the following skills:

- a. Skating and skate turns: (skating on skis is very similar to ice skating) To skate, all weight is transferred onto one ski (the gliding ski) and the skier pushes off with that ski. Skate turns are executed by approaching a turn with the weight on the outside ski; the inside ski is then turned in the new direction and the skier virtually skates onto that ski.
- b. Snowplow: This basic downhill technique can be used to stop or control speed and is the basis for more advanced turns. Procedure: skis parallel (basic downhill position), push the tails of the skis out by using the heel plates; forming a “V” with the skis; roll the knees and ankles inward to set the inside edges; control speed by adjusting the pressure on the edges; poles are held at the sides pointing to the rear.
- c. Snowplow Turns: While staying in a controlled snowplow position, the skier turns his/her feet in the direction of the desired turn. Additional flexing of the knees through the turn, followed by extension after crossing the fall line, is helpful.
- d. Stem Turns: From a downhill traverse position, the tail of the uphill ski is pushed out and weight is transferred onto that ski, initiating the turn downhill. As the feet steer through the turn, all the weight shifts to the outside ski and the skis come back together in the traverse stance.
- e. One-Step Double Pole: Each double pole action is preceded by a single kick and gliding phase; as one leg kicks, both arms come up and forward to initiate the double poling; as the arm starts poling, the kicking leg returns to its normal double pole position.
- f. Two-Step Double Pole: In this motion, two strides are being taken during the forward swing of the arms.
- g. Telemark: This turn can be started from the parallel or snowplow stance by pushing one ski ahead and across in front of the tip of the other ski in the direction you want to go. During the telemark, both knees are bent and most of the body weight is shifted onto the forward ski.
- h. Stopping: The greatest fear of any beginner is stopping. Here are a few ways of stopping—
  - Fall—don’t be a hero! If you feel yourself skiing out of control, fall down and enjoy the ride.
  - Half snowplow—while in the track, control your speed by placing a ski out of the track in a half snowplow position. Use the inside edge for control.

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# ***RELAYS - PLAYS - AEROBIC GAMES CROSS-COUNTRY SKIING***

## **OBJECTIVE:**

To practice ski techniques.

## **LIFE SKILL:**

To promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Outdoor area, snow-covered field and hills.

## **EQUIPMENT/MATERIALS:**

Cross-country ski equipment (optional); other items as identified for the various activities.

## **INFORMATION:**

Most of these activities have been modified from games from around the world. They can be played outside of cross-country ski experiences by using a playground or gymnasium.

## **CLASS ARRANGEMENT:**

As dictated by various activities.

## **SKILLS NEEDED:**

Basic cross-country ski techniques (step turn, diagonal stride).

## **INSTRUCTIONAL STRATEGIES:**

### **CATALOG RELAY**

Materials: old catalog, paper and pencil, stop watch. Place the catalog about 50-100 yards from a starting gate (two poles shoulder width apart); mark the catalog location with a pole. The person in the starting gate is given a page number in the catalogue. The object of the game is to ski (or run) to the catalog, find the page number, tear it out and return to the starting gate as soon as possible. Fastest time wins. Appoint some students as official scorers and timers.

### **CHARIOT RACE**

Worn-out bicycle tubes or lengths of rope are used in this race. Divide the group into two-person teams. With one partner lined up behind the other, a tube or length of rope is put around the waist of the front person; the back partner will hold onto the “reins” as the front person pulls the back person to a designated point and back by skiing. The fastest team wins. If there are enough tubes or rope, all teams can go at once.

### **FIRE ENGINE**

Divide the class into teams of numbered fire engine stations. When the “alarm” is heard (a whistle from the instructor) call out a fire engine number to put out the “fire.” A blanket laid on the ground could represent the fire and it is put out by covering it completely with snow.

### **DUAL SLALOM**

With or without poles. Try to use sticks or hats for gates.

### **DOWNHILL TIME TRIALS**

Self-explanatory.

### **SNOWPLOW SNAKE**

Three to four skiers line up front-to-back as close to each other as possible in the plow positions. Skiers hold onto the waist of the skier ahead of them. It may be made more difficult by adding skiers or by making turns while going downhill.

### **CATCH THE JACKRABBIT**

A skier gets a 30-second head start and skis in a zig-zag pattern, trying to avoid being caught by a team of three other skiers. Each team chases its own Jackrabbit.

# ***FOOD MATCH RELAY***

**OBJECTIVE:**

To understand the importance of nutrition in maintaining a strong and healthy body.

**LIFE SKILLS:**

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS:**

Food Guide Pyramid, food information cards (prepared by teacher), five small boxes with lids and a slot in each lid, running shoes, stop watch.

**INFORMATION:**

For a person to maintain good health, there is a need for a healthy diet. A healthy diet includes foods from the five food groups.

1. **Breads, cereals, rice and pasta** are important to the diet because they provide the body with carbohydrates.
2. **Vegetables** are important in the diet because they provide the body with vitamin A.
3. **Fruits** are important in the diet because they provide the body with vitamin C.
4. **Milk, yogurt and cheese** are important in the diet because they provide the body with calcium and protein.
5. **Meat, poultry, fish, dry beans, eggs and nuts** are important in the diet because they provide the body with iron and protein.

**CLASS ARRANGEMENT:**

The entire class divided into groups of four students per group will participate in the relay.

**SKILLS NEEDED:**

Knowledge about the five food groups; ability to think quickly; running; stopping.

## **INSTRUCTIONAL STRATEGIES:**

There will be four students in each team. Each member of the team will be responsible for knowing about the five food groups.

The teams will be completing two tasks. First, they need to match their card to the correct box. Second, the teams will be timed to see which team ran the relay in the quickest time.

Each member of the team will be given a different card with information about a food group. Each team will have four cards; each card contains information about a different food group. Each team's cards will be clearly identified as TEAM 1 Card 1, TEAM 1 Card 2, etc.

Located at the relay station are the five boxes, each labeled with the name of one of the five food groups. It is the responsibility of each team member to match their card (which contains information about a specific food group) to a box (which is labeled with a specific food group).

The first team member will start the relay by matching a card with the name of a specific food to a food group box. The second team member also matches the name of a specific food to a food group. The third team member will match the number of servings required each day of a food to a food group box. The fourth team member will match an important nutrient with a food group box.

Score the relay by giving one point for each correct card. Each correct card-to-box match will be a five-second credit to be removed from the team's relay time. (For example: a relay time of 1:45 becomes 1:25 if all four card-to-box matches were correct.)

## **EVALUATION/MODIFICATION:**

The relay can be played with teams running side-by-side or with only one team running at a time.

Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***NUTRITION RELAY***

## **OBJECTIVES:**

To learn the components of a balanced diet; to develop cardiovascular endurance.

## **LIFE SKILLS:**

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Gymnasium with track markings or an outside area where a track could be created.

## **EQUIPMENT/MATERIALS:**

A class of 25 will require a whistle, stopwatch, five batons, one assistant, 15 cards (3x5) with "milk group" written on them, 20 cards with "vegetable" written on them, 15 with "fruit" written on them, 30 cards with "bread group" written on them, and 10 cards with "meat group" written on them.

## **CLASS ARRANGEMENT:**

Class is divided into five groups.

## **SKILLS NEEDED:**

Basic knowledge of the five food groups; running; coordination; endurance.

## **INSTRUCTIONAL STRATEGIES:**

Divide the cards into five sets with each set containing three "milk group," four "vegetable group," three "fruit group," six "bread group," and two "meat group" cards. (Each set represents the daily servings from each of the five food groups—see Food Guide Pyramid.)

Divide class into five teams of five students per team. Each of the team members will have to run one lap around the track.

At the half-way point, your assistant will give the runners three cards with one of the five food groups written on each card. Each card will represent one serving from the food group that is written on it. The students will carry the cards through the rest of their lap and pass the baton onto the next runner of their team.

It is important that each runner hold on to their cards because at the end of the race, each runner is to combine their cards with the others on their team. This group of cards will represent each

of the five food groups and the number of servings that is required (for example, each team should have among their cards three cards with “milk group” written on them because the milk group requires two to three servings in order to fulfill the daily requirement).

Each team is to determine which, if any, cards they are missing to provide a full complement of daily food requirements (see Food Guide Pyramid). If a team cannot determine if their cards contain foods from all five food groups and the required number of daily servings, they are disqualified even if they had the fastest time in the running part of this activity. This will stress the importance of good nutrition in order to achieve victory.

## **EVALUATION/MODIFICATION:**

The relay can be timed in order to measure cardiovascular improvement. Decreased time in the relay can be used to measure the improvement of student cardiovascular fitness, and knowledge of the five food groups is used to evaluate student understanding of good nutrition.



Grade

6

LEVEL:

*INTERMEDIATE*

# ***CHOLESTEROL BUSTER TAG***

## **OBJECTIVE:**

To understand the effect of nutrition and exercise on the cardiovascular system.

## **LIFE SKILLS:**

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Two to four foam discs; two to four foam balls; tape player and ghost buster music (optional).

## **INFORMATION:**

An inverse relationship exists between HDL and heart disease. The most potent activity for stimulating the production of HDL is aerobic exercise. People who regularly participate in regular endurance-type exercise are leaner and more physically fit, have higher HDL, lower total cholesterol, and lower LDL than sedentary people.

## **CLASS ARRANGEMENT:**

Entire class.

## **SKILLS NEEDED:**

Basic knowledge of cholesterol; tagging; dodging; swerving.

## **INSTRUCTIONAL STRATEGY:**

Two to four students are chosen to be taggers (the “bad cholesterol dudes” or LDL).

The rest of the class becomes part of the body’s blood stream, and the walls of the gym become the walls of the body’s blood vessels.

The taggers must stay behind the midline of the gym. The taggers (“bad cholesterol dudes” or LDL) throw a foam disc to tag the other players (the parts of the blood).

On a signal from the teacher, players begin flowing through the blood vessels (running, hopping or using any locomotor selected by the teacher) moving from end-to-end of the gym. When students flowing about the gym are tagged by a “bad cholesterol dude” (LDL), they turn into cholesterol which begins to build up in the blood vessel and restricts the flow of players moving back and forth. They build up by lining up on the center gym line after being tagged. This build up continues until no more players can move through the gym.

At this point in the game (or prior to this time if the teacher wishes), add two to four foam balls to be thrown by two other players (the “Cholesterol Busters” or HDL) to unclog the vessel. One “Cholesterol Buster” stands near each end line of the gym (or wherever the teacher thinks is a fair distance from the line of cholesterol at the midline of the gym) and throws the foam ball at the line of cholesterol. Anyone hit by a foam ball becomes a “Cholesterol Buster” and gets a foam ball (up to a total of four foam balls in the game) to unclog other players from the end line. The “Cholesterol Busters” try to outdo the “bad cholesterol dudes” and free up all the cholesterol lined up at the midline of the gym.

The game continues until you feel the children understand cholesterol, LDL, HDL and how diet and exercise affect the cardiovascular system.

## **EVALUATION/MODIFICATION:**

The game can be stopped and additional information can be given to students until the teacher is satisfied the students understand the process occurring in the body during the exercise.

# ***PLANNING WITH THE PYRAMID***

**OBJECTIVE:**

To demonstrate an understanding of nutrition by choosing food combinations that provide a healthy and balanced diet.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Pyramid Pointers handout (see Grade 6 Handout Masters).

**INFORMATION:**

Recommendations from the Food Guide Pyramid are more realistic to students when the students have an opportunity to practice planning menus using the guidelines. Knowing that some children have little input into family meals, and some children are solely responsible for family meals, the variation of how practical this exercise is for each student will be great.

**SKILLS NEEDED:**

Familiarity with the Food Guide Pyramid and suggested serving sizes.

**INSTRUCTIONAL STRATEGIES:**

1. Review the Food Guide Pyramid food groups, foods in each group, and serving size recommendations. Review combination foods (foods that fit into two or more food groups).
2. Distribute the Pyramid Pointers handout. Note that meal planning for a day using the Food Guide Pyramid is best done when a person starts from the bottom tier and works up the pyramid. Students should practice as a group by writing suggestions for food from the bottom section of the Pyramid (Bread, Cereal, Rice, and Pasta Group) to fit into the four areas of breakfast, lunch, dinner and snacks. Write on board or discuss verbally.
3. Each student should complete the Pyramid Menu Plan with foods he/she would plan to eat tomorrow, if possible. Students are to be creative, but realistic.

## **EVALUATION:**

Students can decide which menu items from the activity they could suggest to their families to eat. The students could also be asked what food items could be eaten to balance their food choices tomorrow within the guidelines of the Food Guide Pyramid.

## **RESOURCES:**

Adapted from Putting the Pyramid into Practice, Seattle, Washington: Washington State Dairy Council, 1993.

Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***FOOD PYRAMID BALL***

## **OBJECTIVE:**

To learn the different food groups and apply them to exercise.

## **LIFE SKILLS:**

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Activity area set up like an upside-down pyramid or baseball field (see Grade 6 Handout Masters); kick ball; six bases; nutritional flash cards.

## **INFORMATION:**

Proper eating is mandatory for a sound mind and body. Through a fun-learning process, both mind and body are tested. This activity not only promotes thinking skills but also physical exercise. This activity is intended to allow students to learn about proper nutrition.

## **CLASS ARRANGEMENT:**

Entire class divided into two teams.

## **SKILLS NEEDED:**

Basic knowledge of food pyramid; running; kicking.

## **INSTRUCTIONAL STRATEGIES:**

1. Divide class into two equal teams.
2. One team takes the field with one or two students in each of the six areas of the field. (Bases are set up according to the diagram on back.) Flash cards for specific areas of the food pyramid are distributed to the proper areas.
3. The other team forms a kicking order.

4. Regular kick ball rules are in effect for the pitching and kicking sequence. If kicks go out of the playing field, a foul ball is called, and a re-kick is awarded.
5. The pitcher stands in the Fats, Oils, and Sweets block and rolls the ball to the opposing player to kick.
6. If the ball is kicked in the air and caught by the opposite team, the player is out unless the player answers a question about the area of the food pyramid where the ball was caught. If the student answers correctly, he/she proceeds to first base.
7. If the student kicks a ground ball and is thrown out, the student must answer a question in the area where the out was made. If the student answers correctly, the student is not out and may remain at that base.
8. All safe plays are treated just like regular kick ball, with students advancing around the bases.
9. When a team's player crosses home plate safely, he/she must answer a question dealing with any of the food groups. If the answer is correct, a point is awarded; if the answer is incorrect, the team does not get a point.

### **EXAMPLE QUESTION:**

Fly ball caught in the Bread, Cereal, Rice, and Pasta area: How many servings of this block is recommended daily (six to 11 servings)?

### **EVALUATION/MODIFICATION:**

The game can be played with any number of students, or any kind of information for the flash cards.

Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***FOOD RELAY***

## **OBJECTIVE:**

To learn about nutrition (particularly fat content) of everyday foods; to participate in an activity to show the relationship between fat and cardiovascular fitness.

## **LIFE SKILLS:**

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Large open area (indoor or outdoor).

## **EQUIPMENT/MATERIALS:**

Approximately 30 various foods (most of which are wrapped) with the fat content printed on the package (examples of foods are macaroni and cheese, granola bars, cereals, candy bars, and fruits and vegetables for which the fat content will be provided by the teacher); a stopwatch; pencils and paper.

## **INFORMATION:**

The higher the fat intake of an individual, the more exercise needed to stay cardiovascularly fit.

## **INSTRUCTIONAL STRATEGIES:**

In an average class of 25 students, all 25 will choose one food item from the box in the center of the gym.

Students will be divided into five groups of five students each. The students will then calculate the total number of grams of fat in their group's combined foods (pencils and paper will be used). Round off to nearest five grams.

Students will line up in teams. A predetermined distance will have been marked (50 yards); for each five grams of fat a team has, one "segment" of 50 yards will be run in relay style (two students at one end, three on the other end). Each relay team will be timed. Teams with higher fat numbers will need to run more, therefore demonstrating the need to exercise more if fat intake is higher. Also, fat content and relay times should show a correlation... longer times for completion of the relay for teams whose food selections had a higher fat content.

Students and the teacher will discuss the relationship of fat, nutrition and cardiovascular fitness in their daily lives.

## **EVALUATION/MODIFICATION:**

The teacher may have students decide which of the foods are the lowest in fat content, yet nutritionally adequate.

This activity may also be used in a lesson on sodium or other food ingredients.



# ***BALANCED MEAL HUNT***

**OBJECTIVE:**

To understand healthy choices in food selection while improving cardiovascular fitness.

**LIFE SKILLS:**

To promote proper nutrition as part of a healthy lifestyle; to promote physical activity and exercise as part of a healthy lifestyle.

**TEACHING FACILITY:**

Large open area (indoor or outdoor).

**EQUIPMENT/MATERIALS**

Thirty food cards representing food groups; 30 cones.

**CLASS ARRANGEMENT:**

Entire class.

**SKILLS NEEDED:**

Basic knowledge of food groups and nutrition information; basic locomotor skills.

**INSTRUCTIONAL STRATEGIES:**

This is a relay-type activity. Students are divided into six teams. Each team sits in a straight line behind a marker and faces the cones which are placed across from the students at a distance to allow running room to and from the cones.

Each team is assigned a number (from 1-6). Each team will be asked to find five food cards with the team number on it and the name of a different food group on each card.

Randomly place the 30 food cards under the 30 cones (only one card under each cone).

The object of the game is to be the first team to find all five food cards belonging to their group. When all five cards belonging to the group are found, this is considered a balanced meal. (For example: Group 4 will look for food cards with "4" on them.)

On the teacher's signal, the first players in each team are to run to any of the cones and see what number is on the food card under the cone.

- a. If the number matches their team number, the player picks up the card, replaces the cone, runs back to his/her team, and tags the next player. Once the next player is tagged, he/she goes to find another team card.
- b. If the number on the card does not match their team number, the player quickly returns to his/her group and tags the next player. This player runs to another cone and follows the same procedure as above.

Players can select any of the cones in the playing area. Remind the students that as each player picks up a cone, it may have the correct card under it or another team's card. The players will have fun trying to remember which cones they have already looked under and where to search next.

This continues until all five cards for a team have been found.

# ***BREAKFAST POWER***

**OBJECTIVE:**

To understand the importance of breakfast.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**INFORMATION:**

Research studies continue to suggest that students who eat breakfast have decreased rates of absences and tardiness, increased achievement scores, and increased ability to pay attention in the late morning hours. Yet, it is estimated that less than one-fifth of the children in the United States come to school with an adequate breakfast. Middle school children should understand the responsibility of their own breakfast choices, although the cooperation of parents and other family members is important.

**INSTRUCTIONAL STRATEGIES:**

1. Students are to respond by a show of hands to the following:

Who would like to get higher grades on tests?

Who would like to be able to concentrate better in the late morning?

Who would like to be absent or tardy less often on school days?

Discuss the importance of breakfast for obtaining these results. Discuss components of a good breakfast, and the importance of any food in the morning being better than no food at all.

2. Students are to work in small groups to design breakfasts for those people who have many excuses for not eating breakfast (excuses like not appealing, do not like breakfast foods, not enough time, no food in the house except leftovers).

When groups have come up with ideas, the groups are to share ideas with the entire class. Give awards in four categories: Most Appealing Breakfast, Best On-the-Go Breakfast, Best Non-Breakfast Foods Breakfast, Best Leftover, Make-over Breakfast.

3. Students plan one change in their own breakfast routine which would make their breakfast healthier. Students are to write the planned change on a piece of paper.

## **EVALUATION/MODIFICATION:**

Divide students into two groups for a breakfast challenge. The challenge is to determine for the next week which team can have the bigger increase in the number of team members who eat breakfast each day, or the bigger increase in the number of days each team member eats breakfast, or the quality (i.e., nutritional value) of their breakfasts.

## **RESOURCES:**

Adapted from Body Power! Bozeman, Montana: Montana State University Extension, 1992.

# *CHOOSE LESS*

**OBJECTIVES:**

To choose foods low in fat and to identify the fat content of various foods.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Using the Food Label handout (see Grade 6 Handout Masters); new labels from food boxes or packages; a variety of fatty and no-fat foods (suggestions: margarine, potato chips, french fries, donut, cheese, hot dog, bread, corn, baked potato, marshmallow, spaghetti, rice).

**INFORMATION:**

We all need some fat in the food we eat. Fat provides energy and some vitamins. There are no bad foods, but there are bad diets. We need to learn to eat high-fat foods in moderation. Many foods such as meat and cheese contain hidden fat, but are sources of important nutrients. Foods like fruits, vegetables, and most breads and cereals are very low in fat. However, we often add fat to foods when we prepare them by frying, and by adding sauces, dips and spreads. There are many reasons to limit the intake of high-fat foods. An ounce of fat contains twice as many calories as an ounce of protein or carbohydrate. Extra calories can lead to weight gain. High-fat diets are associated with heart disease and other health problems. Foods higher in fat can be part of your diet. The important point is how much of these foods you eat, and how often you eat them.

**INSTRUCTIONAL STRATEGIES**

1. Students are to place a variety of foods on brown paper bags for at least a minute to observe if oil appears on the paper. On the blackboard, make a list of the foods which seem low in fat after this experiment.
2. Distribute Using the Food Label handout. Students are to read the fat content information on a new food. Students are to compare several labels from different foods. Make another list (or add to the original list) of foods which are low-fat based on reading labels.

**EVALUATION:**

Students are to determine one change they can make to moderate their own intake of fat in the next two days.

**RESOURCES:**

Handout adapted from Label Facts for Healthful Eating, Washington, D.C.: National Food Processors Association, 1993.

# ***FOOD AND FINANCING***

**OBJECTIVE:**

To understand environmental, cultural and social factors which affect food choices.

**LIFE SKILL**

To promote proper nutrition as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Several pages of supermarket advertisements for food.

**INFORMATION:**

One factor in the choice of food for many Americans is their family food budget. Hunger is prevalent in the United States; as many as one in five children in Montana may be hungry on a regular basis. Even for those families with a middle bracket income, the food budget becomes an important factor in many daily food choices.

**INSTRUCTIONAL STRATEGIES:**

1. Divide the class into three groups. Each group is given several pages of supermarket ads and a food budget amount for a day (examples: \$15, \$30, and \$45). Each group is to plan a daily menu (breakfast, lunch, dinner, and snacks) for a family of four using only the food budget for the day. It will be approximate!
2. After each group has devised a daily menu, compare how the different food budgets allowed families to vary the kinds of foods they could eat. Ask if the students think any of the food budget amounts for a family of four were realistic. Discuss money as one important factor in the daily food choices of many families.

**EVALUATION/MODIFICATION:**

Students could find out what their family food budget amount is (if known), and think of ways that cost could be reduced, if necessary.





Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***FOOD SAFETY SENSE***

## **OBJECTIVE:**

To understand that cleanliness and proper storage of food are two ways of preventing food-borne illness.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **EQUIPMENT/MATERIALS:**

Food Safety Sense handout (see Grade 6 Handout Masters).

## **INFORMATION:**

Food-borne illnesses are produced in food by microorganisms. The symptoms of food poisoning include cramps, nausea, vomiting and diarrhea. Food-borne illness can be prevented in many ways. Two simple but effective ways are to keep food and anything that touches food clean, and to keep foods at the proper storage temperatures.

*Note:* The science and home economics classes might also plan lessons on microbial contamination because of the importance of the topic.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss with students examples of food poisoning that they know about or have heard about. What are the symptoms? Do students know any ways that are now suggested to keep food safe to eat?
2. Distribute the Food Safety Sense handout. As a class, read through the guidelines on the top. Divide students into groups of three or four and have them think of a scenario they can act out which would illustrate the guideline (or the breaking of the guideline). Each group can act out their scenario. Discuss.

## **EVALUATION:**

Students could use the handout as a checklist for their family food storage.

## **RESOURCES:**

Handout from The Safe Food Book, USDA: Food Safety and Inspection Service, October 1988.



# ***FOOD ADS***

## **OBJECTIVE:**

To identify the different kinds of appeal that exist in food-related advertising, and to analyze the value placed on each kind of appeal.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **EQUIPMENT/MATERIALS:**

Food advertisements cut from magazines or newspapers (or taped from television or radio); Appeals of Advertising handout (see Grade 6 Handout Masters).

## **INFORMATION:**

An important influence on food choices is advertising. Food manufacturers spend a lot of time, energy and money to make their advertisements appealing. Consumers should evaluate these appeals and determine how the ads will influence their own purchases. The growing interest in health and fitness has caused food advertisers to include nutritional claims in many of their ads. Some techniques used to sell products based on the product's nutritional value can be misleading. Students need to be able to sort out the messages and the appeals before they choose foods to purchase.

## **INSTRUCTIONAL STRATEGIES**

1. Display the food advertisements (or play them if they are on tape) for all students to read and/or hear. Students are to select the ads they like. Remind the students to pick the ads they like rather than the food product they like. Discuss as a group the appeals of ads shown.
2. Distribute the Appeals of Advertising handout. Students are to list the brand names of foods that use the six appeals listed on the handout. The list can include ads that were displayed and discussed or other ads the students remember seeing or hearing. Discuss which appeals make each student want to try the food product or continue to eat it. Are there other advertising appeals which are effective (humor)? Do the funny ads always make you want to try the product?
3. Students are to think of foods which are not advertised heavily (fruits, vegetables, milk, cheese, eggs, fish, meat, bread, potatoes). Groups of three students are to make up an advertisement for these food products using one or more of the appeals listed on the handout. It can be an ad that is written or one that has a script for a television or radio ad. Students could share their ads with the class.

## **EVALUATION/MODIFICATION:**

Students can evaluate television ads at home for the amount of appeal each has, and the influence it has on family food purchases.

## **RESOURCES:**

Adapted from Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

# ***STAYING IN BALANCE***

## **OBJECTIVE:**

To evaluate meals for the appropriate calorie level and for the number of daily servings recommended for all five food groups.

## **LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

## **EQUIPMENT/MATERIALS:**

Staying in Balance handout (see Grade 6 Handout Masters); Food Guide Pyramid poster or handout (optional); labels from snack foods with the number of calories on the label (optional).

## **INFORMATION:**

Kilocalorie needs vary with age and differ between girls and boys, men and women. Active girls between the ages of 11 and 14 need about 2200 kcal/day and boys of that age need about 2500 kcal/day. Our bodies need calories to provide energy for health and growth and to support our activity levels. If kilocalorie intake increases, activity level must also increase or a person will gain weight. If activity level increases and kilocalorie level remains the same, a person will lose weight. These statements are generally true, although there is much variation in the metabolism of each person's body. Because school-aged students are still growing, dieting is not a good idea. Rather, students can learn to adjust eating patterns (snacks, for instance) so that kilocalorie levels more nearly match activity levels, and the important nutrients from the five food groups are still consumed in foods.

## **SKILL NEEDED:**

Familiarity with the foods which fit into the five food groups.

## **INSTRUCTIONAL STRATEGIES:**

1. Discuss activity levels versus kilocalorie intake with students. Note especially that dieting is **not** an effective way to reduce calorie levels. Rather, choosing carefully from the foods recommended in the five food groups and consuming them in moderate amounts is a healthier approach, and more effective in the long term.
2. Distribute the Staying in Balance handout. Students are to review how many servings are suggested from each food group. Students, working in pairs or individually, are to determine how many servings of each food group Amy and Michael have eaten (see handout). Fill in the blank space on the handout for "snack" that would supply the missing food group servings.

3. Optional: If food pictures with kilocalories on them (or a list of foods which could be eaten for snacks with kilocalories given) are available, have students determine the needed kilocalories for Amy and Michael, and determine choices for snacks based on food groups and kilocalories.

## **EVALUATION:**

Students are to identify which snack foods they could eat to better supply the necessary servings from the five food groups.

## **RESOURCES:**

Excerpted from Delicious Decisions, Westmont, Illinois: Dairy Council of Wisconsin, 1992.

# ***POLL YOUR PALS***

**OBJECTIVE:**

To identify that different people need different amounts of food and different levels of nutrients.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

What Are My Eating Habits? handout (see Grade 6 Handout Masters).

**INFORMATION:**

Everyone needs the same nutrients, but the amount each person needs varies with each individual. Levels of activity, growth rate, body size, gender and age are factors that affect the amount of food required by each person. Certain physiological conditions, such as sickness or pregnancy, require changes in the amounts of nutrients and energy from food to assist in body repair or health. Students are often influenced in their food choices by friends' food choices and amounts, even though each body may have different food needs.

**INSTRUCTIONAL STRATEGIES:**

1. Discuss factors that influence how much food each person requires for health and energy.
2. Distribute the What Are My Eating Habits? handout. Each student is to list what they ate in the last 24 hours, and the approximate amount. When all students have completed the record, have them compare with one or two other people in the class. Students are to note the differences in the amount of food eaten by each person. Students are to list the factors which might account for the difference (height, build, activity level, rate of growth, gender, and any others they can determine). Discuss that even though our food choices might be influenced by our friends that, ultimately, the choice of foods and the amount we eat must be determined by each individual based on their body's needs.

**EVALUATION/MODIFICATION:**

Students can name other people who would have different food or nutrient needs (athletes, pregnant women, infants) and list ways food choices could vary for those people.

## **RESOURCES:**

Adapted from Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.



# ***ENJOYING SCHOOL LUNCH***

**OBJECTIVE:**

To determine ways the school lunch area could be improved.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Tape recording of the normal lunch room noise level recorded without student knowledge (optional).

**INFORMATION:**

The noise level and general atmosphere of the lunch area are factors that affect eating behavior. In many school lunch areas, the atmosphere could be improved to be more relaxing if the noise level was lowered, student cleanliness improved, and wall decor or other decorations were inviting and pleasant. School food service personnel and school administrators might be important collaborators in this lesson.

**INSTRUCTIONAL STRATEGIES:**

1. Ask students what the atmosphere is like in the school lunch area in the school, and how it affects the lunches they eat (optional: play noise level tape). List any problems on the board, and have students brainstorm solutions to any atmosphere problems which exist. List the solutions on the board.
2. Ask students to volunteer for groups to start a campaign to improve the school lunch area as per the suggestions they came up with for solutions. (For example, a poster and decorations crew, a clean-up crew to gather ideas to improve student cleanliness, a rules committee to work with the school food service and the principal to discuss improvements needed, and a publicity crew to announce and explain the school lunch campaign to others in the school). Determine time lines and results wanted for the campaign.

**EVALUATION:**

After a week for the enactment of any student ideas for lunchroom improvement, have students again determine improvements made and the impact on their lunch environment.

**RESOURCES:**

Adapted from Choose Well, Be Well, Sacramento, California: California State Department of Education, 1982.

# ***FOOD DIARY***

**OBJECTIVE:**

To demonstrate an understanding of basic nutrition by choosing food combinations that provide a healthy and balanced diet.

**LIFE SKILL:**

To promote proper nutrition as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Healthy Choices Food Diary handout (see Grade 6 Handout Masters).

**INFORMATION:**

One of the best methods for analyzing our own eating habits and determining if we need to change our pattern of eating is to keep a food record or food diary. If the food diary is kept in the same format as the five food groups listed in the Food Guide Pyramid, the record becomes a useful tool to record our eating and drinking, and also to determine how well we are meeting the guidelines for the number of servings from the Food Guide Pyramid.

**SKILLS NEEDED:**

Familiarity with Food Guide Pyramid food groups, serving sizes, and recommended number of servings

**INSTRUCTIONAL STRATEGIES:**

1. Ask students how they know if they are eating nutritiously. Discuss that the Food Guide Pyramid has recommendations for how many servings of the different food groups we need each day. Briefly review food groups and servings, if necessary.
2. Distribute the Healthy Choices Food Diary handout. Tell students that one way we can check to see how we compare to the guidelines is to record everything we eat during a day. Explain to them that it is important to understand how much food is in a serving, and to write down everything they eat or drink. Also urge them to eat typically and to be honest in their records to give them a real idea of what they eat.
3. Practice using the diary by recording the foods the students ate for breakfast (and lunch, if the class is in the afternoon) in the Day 1 blocks.

## **EVALUATION/MODIFICATION:**

Students can review the food diary and plan eating choice changes for themselves.

Students can record actual foods and serving sizes (instead of simply marking an X on the food diary) for a more accurate food record.

## **RESOURCES:**

Adapted from Healthy Choices for Kids, Wenatchee, Washington: The Growers of Washington State Apples, 1991.

# ***GROWTH AND DEVELOPMENT: THE GROWTH LINE***

**OBJECTIVE:**

To gain an understanding of how bodies change as people grow older.

**LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Cord, clothespins (or other types of clips), different kinds of clothes such as socks, shirts, and pants.

**INFORMATION:**

People change as they grow older in ways other than merely physical changes. They develop more complex ways of thinking. They change the way they relate with other people. They begin to accept more responsibilities that come with age. Ask students to brainstorm ways they think they will change as they grow older. Students can focus on physical, mental, or social factors.

**INSTRUCTIONAL STRATEGIES:**

1. Use thick cord or clothesline and attach each end to a secure place in the classroom. You may choose to fasten the cord from one side of the front of the room to the other side. Explain to students that the cord represents a line of growth and development from infancy through the teen years and into adulthood.
2. Gather different kinds and sizes of clothing, such as socks, shirts, and pants, including jeans. Students can help you collect the clothes. Be sure to have a collection that represents people of different ages. Students may have siblings who are younger or older from whom they can borrow clothing.
3. Tell students you would like them to arrange clothing by age, and place the clothing in order by attaching the clothing to the clothesline. For example, students will attach the smallest socks, shirts, and pants on the left side of the clothesline. To the right of these

clothes, they will place the next larger sizes. The clothes should be lined up by complete outfits if possible. For example, socks, shirts, and pants to fit a five-year-old child should be together.

4. After all the clothing is placed on the clothesline, have students observe how the sizes of the different kinds of clothing change. For example, socks will be longer, sleeves will be longer, and pant legs will become longer. Students may also notice that at a certain age the size of some clothing does not change as much (e.g., hats).
5. Explain to students that as they grow older they will become larger. This represents physical changes. The changes in the size of socks show that a person's feet grow larger. As boys and girls grow, they need larger shirts with longer arms.
6. Explain that there are body parts that cannot be seen but that also grow in size as a person grows older. These body parts include the heart, lungs, kidneys, and intestines.
7. Explain that at certain ages people stop growing. Between the ages of 11 and 13, girls may be physically larger than boys the same age. Boys may have a growth spurt between ages 13 and 15 at which point the average boy is larger than girls of the same age.

## **EVALUATION/MODIFICATION:**

Have students make a book titled "Me Today, Me Tomorrow." Explain that this book is going to be a picture book that describes what one looks like today. All stories will be done through illustrations. Students should draw pictures of themselves doing things they like to do. Have students draw three to five pictures of how they think they will look as they grow older. They will draw pictures of themselves as teens and as adults. Again, have students draw pictures of what they will be doing when they are older. Each day have several students share their "Me Today, Me Tomorrow" books describing how they think they will change physically, mentally, and socially.

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Meeks, L., Heit, P., & Burt, J. (1993) *Education for Sexuality and HIV/AIDS: Curriculum and Teaching Strategies*. Blacklick: Meeks Heit Publishing Company, Inc.

# ***PUBERTY AS A PROCESS***

## **OBJECTIVE:**

To understand that development during adolescence is the result of an interplay among three fundamental forces—biological, cognitive, and social.

## **LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

## **INFORMATION:**

According to John Hill (see RESOURCE), there are three features of adolescent development that give the period its special flavor and significance: (1) the onset of puberty, (2) the emergence of more advanced thinking abilities, and (3) the transition into new roles in society.

Aside from the fundamental changes of adolescence (biological, cognitive, social), there are four contexts that affect the development and behavior of young people (families, peer groups, schools, and the work place). The psychosocial issues and problems of adolescence include identity, autonomy, intimacy, sexuality, achievement, and psychosocial problems. Source: Steinberg, L., *Adolescence*, New York: Alfred A. Knopf, 1989.

## **INSTRUCTIONAL STRATEGIES:**

1. Students need factual information about the physical changes of puberty. Churchill Films has a number of films including:

Boy to Man  
Girl Stuff  
Growing Up: Body

Girl to Woman  
Boy Stuff  
Feelings and Behavior

2. Students need opportunities to talk and share feelings about puberty as a process. Have students interview a parent about problems the parent had when growing up. Breaking down the barriers and helping students see that their parents also experienced similar problems may be an aid to communication.
3. Students need to see the issue or concern from varying perspectives. In regard to contexts, have students discuss issues from the perspective of the four contexts. Break

into small groups and discuss concerns in groups of four. Each person would represent one context in discussion in the small group: families, peers, school, or work place.

**RESOURCES:**

Hill, J., Early adolescence: A framework, Journal of Early Adolescence, 3, 1983, pages 1-21.



# ***HEREDITY AND YOU***

**OBJECTIVE:**

To become aware of how heredity affects growth and development.

**LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Some of My Inherited Traits handout (see Grade 6 Handout Masters).

**INFORMATION:**

Heredity refers to the genetic transmission of traits or characteristics from parents to offspring: the color of your eyes, skin, and hair; the shape of your nose; the size and structure of your body; whether you respond quickly or slowly; whether you are placid or excitable; or whether you have a tendency to a disease. Heredity provides you with your basic capacity to learn and be healthy.

**INSTRUCTIONAL STRATEGIES:**

*Note:* Be sensitive to the feelings students may have if they are adopted or are from one-parent families.

1. Ask the students these two questions: (1) Do you ever hear people say that you look more like your mother or your father? (2) Do people ever say that you take after your mother or your father?
2. Distribute the worksheet Some of My Inherited Traits. Have the students complete the worksheet and then allow the students to share an inherited trait with the class if they wish. Discuss family traits.

**RESOURCES:**

Michigan Model for Comprehensive School Health Curriculum, 1986.



# ***LEARNING TO CARE***

**OBJECTIVE:**

To provide information on caring for others through the life span.

**LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

**EQUIPMENT/MATERIALS:**

Brown paper bag, rectangles of paper.

**INFORMATION:**

Caring for others is a behavior valued, encouraged, and modeled by many families, religious and cultural organizations, and civic groups.

As children continue to move out of egocentric thought (thinking only of themselves), they will have the ability to do perspective-taking. Perspective-taking will help them see the world through the eyes of others beyond themselves, including seeing opportunities for caring for one another.

We need to care for others through all stages of the life span.

**INSTRUCTIONAL STRATEGIES:**

1. List with students ways they currently provide care and kindness for one another as members of a family. Discuss the range of the life span and how the caring will change over time. "What are you doing now, and will you be doing that in five years? Ten years?"
2. On rectangles of paper write the name of parts of the life span, i.e., infancy, preschool, teen years, early adulthood, late adulthood. Divide into small groups, and have one student in each group select a rectangle of paper. Ask the group to list or draw ways to provide care for the part of the life span listed.
3. Ask each group to share their ideas of caring for others. Emphasize the importance of caring throughout the life span. Conclude with emotion-based questions such as: "How do you feel when you help others? Why is it important to help others? Has anyone ever helped you? How did it feel to receive help from others?"



Grade

6

**LEVEL:**  
***INTERMEDIATE***

# ***RITES OF PASSAGE***

## **OBJECTIVE:**

To become aware of rites of passage as part of how people define themselves and their families.

## **LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

## **INFORMATION:**

Rituals help us traverse what the French anthropologist Arnold Van Gennep called “life crises,” those crucial moments when we pass from one state of being to the next.

Rites of passage include the more formalized rituals such as birth rites, initiations and puberty rites, weddings, anniversaries, retirements and death ceremonies, as well as informal rituals of today such as the first day of school, a first hunt, or leaving for college. Some rites of passage are tied to religious and spiritual doctrine, while some are secular.

“As each of us enters the world, we become cultural as well as biological beings. From the moment of our birth, our minds and spirits are slowly shaped by a set of values, customs, and mythologies specific to our own time and place. Parents, co-religionists, members of our community—all present us with systems of belief intended to give our lives structure and meaning.” Source: The Circle of Life.

## **INSTRUCTIONAL STRATEGIES:**

Select a particular rite of passage such as birth. Ask students to talk with their parents about how they were welcomed as a baby into the world. Students may also bring artifacts to school for a sharing day. Such a sharing day could also include parents. Artifacts to help document their joining the family may include baby pictures, baby books, special toys passed down, china, or silver pieces.

## **RESOURCES:**

Cohen, D., *The Circle of Life: Rituals from the human family album*, San Francisco: Harper Collins Publishers, 1991.



# *HOME SAFE*

## **OBJECTIVES:**

To gain information and develop skills for caring for themselves after school until their parents return or when they are alone for short periods of time.

## **LIFE SKILLS:**

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote personal, family and community safety as part of a healthy lifestyle.

## **INFORMATION:**

Children who stay home alone need some basic knowledge and skills. The following can be shared with parents:

Make sure each child knows:

- **Important Names and Telephone Numbers.** Each child should know this information for home and for the parent's work place. Each child also should know the phone number of a nearby relative or neighbor and emergency numbers such as the all-purpose 911 help line available in many cities. Parents should post a list of these important numbers by the telephone.
- **When You Will Be Home.** Each child should know the parent's schedule, as well as how to tell time.
- **How to Use the Telephone.** Each child needs to know how to make a telephone call, answer a call, and write messages.
- **How to Enter and Exit the House.** Each child must be able to keep track of his or her keys and know how to lock and unlock doors easily.
- **What Appliances to Use and How to Use Them.** Each child must know what appliances at home are approved for his or her use while home alone and how to operate them safely.
- **Where to Go for Help.** Each child needs an adult who lives or works nearby who will help in case of an emergency or lost key.

When preparing each child, parents need to make directions clear and simple, explaining one thing at a time, and talking slowly. If some information seems complex or may not be needed often, write it on paper. Then, post it on the refrigerator or other place that is clearly visible.

Parents should conduct a few practice sessions to make sure their child understands the knowledge and skills he or she will need. This information should be gone over regularly—a good time for review is on Sunday before the weekly routine begins.

## **INSTRUCTIONAL STRATEGIES:**

1. Write a series of “situations” that may happen after school.
2. Divide the class into groups of four and have the groups discuss solutions to the situations.
3. Cooperative learning sessions such as this will allow students to hear a variety of solutions from their peers, as well as teacher/adult input.

## **EVALUATION/MODIFICATION:**

Children in grades 4-6 may benefit from practicing using the phone for emergency situations. Role plays are helpful.

## **RESOURCES:**

“Project Home Safety,” a national demonstration and advocacy program on behalf of children in self-care and of their families, may be reached at 1-800-252-SAFE. Many publications or resources are available at no cost. Its resources include:

- tip sheets for parents on topics such as safety and after-school activities for children at home alone; dealing with boredom, loneliness, and fear; healthful snacks; and books on self-care for children and parents;
- fact sheets on issues involved in developing and operating supervised child-care programs for school-age children;
- information on ways volunteers can help improve child-care options for school-age children and their parents;
- a library of program manuals, audiovisual materials, books, and other resources related to self-care and school-age child care; and
- a computerized data base of several hundred titles that can be searched for a variety of topics.

Todd, C. M., Albrecht, K. M., & Coleman, M. (1990). School-age child care: A continuum of options. *Journal of Home Economics*, 82(1), pages 46-52.



# ***IT'S IN THE BAG!***

**OBJECTIVE:**

To provide opportunity for self-expression and disclosure.

**LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

One brown lunch bag for each student.

**INFORMATION:**

Each student has positive assets that help them feel good about themselves. Providing opportunity for students to share what they are all about is an important key to class communication.

**CLASS ARRANGEMENT:**

Small groups.

**INSTRUCTIONAL STRATEGIES:**

1. Give each student in your class a bag. Student is to write his/her name on the bag.
2. Explain that the activity will focus on the expression of oneself (how each student sees himself). Each student is to bring the paper bag back the next day filled with five objects/items that tell something about the student.
3. The next day, put students in groups of six. Have them casually show each other the items in the bag. Have them explain how each item relates to who they are.

## **EVALUATION/MODIFICATION:**

An addition or modification would be to have each student write a list of five personality descriptors of themselves. Collect all papers and randomly read them. See if the class can guess which student is being described.

Grade

6

**LEVEL:**  
*INTERMEDIATE*

# ***WHAT'S IN A SONG?***

## **OBJECTIVE:**

To be aware of positive health messages in music.

## **LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Cassette or CD player; each student will need scissors, cardboard, foil, markers or ball-point pen, tape.

## **INFORMATION:**

Music makes an impact on all of us. Music can evoke feelings, provoke communication, create attitudes, and make positive and negative statements. We need to promote our personal wellness by receiving positive, healthful messages every day!

Discuss the importance of listening to music that will reinforce positive living and healthy, responsible relationships. When listening to songs, we subconsciously memorize the lyrics, thereby memorizing messages that can promote health! Why is it important to listen to music that has a healthy message?

## **CLASS ARRANGEMENT:**

Individual student.

## **INSTRUCTIONAL STRATEGIES:**

1. Play a contemporary song using a cassette or CD. The song should reflect a positive message.

2. Discuss role of music and healthy messages. Ask students what the message was of the song just played. What kind of feelings were evoked by the song?
3. Students are to identify a favorite song(s) of their own. Have them write several lines from that song which give positive healthy messages.
4. Give each student foil, cardboard and scissors. Have them construct a “record” or a “CD” with these materials. Have them etch the words (i.e., the message from their song) into the foil.
5. Create a bulletin board “What’s in a Song” to display the students’ CDs or records.

## **EVALUATION/MODIFICATION:**

Some suggestions for this activity are:

1. Ask several students to bring in some contemporary music a few days before to help you set up the activity.
2. A strip of construction paper or index card can be used for wording the song’s message if writing on the foil doesn’t work.
3. Cooperation with the music teacher may produce a “medley” of positive messages. (Medley with an attitude.)

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*. <sup>TM</sup> Blacklick: Meeks Heit Publishing Company, Inc.

# ***LEVELS OF PEER PRESSURE***

**OBJECTIVE:**

To acknowledge peer pressure in relation to smoking.

**LIFE SKILLS:**

To promote good mental health, including family and community health, as part of a healthy lifestyle; to promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Blackboard or overhead, examples of peer pressure.

**INFORMATION:**

There are three levels of peer pressure:

1. low—a simple, friendly offer of a cigarette (for example, “Have a smoke?” or “Like a cigarette?”).
2. medium—more pressure that may include teasing and coaxing (for example, “Are you chicken?” or “Scared to try it?”).
3. high—heavy pressure includes put downs and may escalate to threats (for example, “I thought you were my friend” or “Come on, I said just do it!”).

**CLASS ARRANGEMENT:**

Circle of students.

**INSTRUCTIONAL STRATEGIES:**

1. Ask students what they think peer pressure is. Elicit responses.
2. Review the three levels of peer pressure with the students, using the blackboard or overhead.

3. Read examples (see list below) of peer pressure to class. The class is to determine whether the examples are of low, medium, or high peer pressure.
4. Ask the students in which of the examples would saying “no” be the easiest thing to do? Most difficult to do?

## **EVALUATION/MODIFICATION:**

Teach levels on a continuum from low to high. Ask students how they would respond to the example situations. Role playing their responses to each example can also be done.

## **RESOURCES:**

Michigan Model for Comprehensive School Health Curriculum, 1986.

**Peer Pressure Situation Examples.** The student is to determine whether the situation is low, medium or high peer pressure.

1. You are with a friend. Your older brother or sister walks up to you and says “Want a cigarette?”  
  
\_\_\_LOW \_\_\_MEDIUM \_\_\_HIGH
2. You are walking across the school grounds. Three students you know approach you and offer you a cigarette. You say “No, thanks.” They say, “What’s the matter? You chicken?”  
  
\_\_\_LOW \_\_\_MEDIUM \_\_\_HIGH
3. You are in the school bathroom. Another student says “Here, have a cigarette.” You say “No.” They say “You can’t be in this john unless you smoke, everybody’s smoking.”  
  
\_\_\_LOW \_\_\_MEDIUM \_\_\_HIGH
4. You are at a basketball game. Another student offers you a cigarette and says “Want a smoke?”  
  
\_\_\_LOW \_\_\_MEDIUM \_\_\_HIGH
5. You are at school talking with a friend. Two other students walk up and say “We’re going to step outside for a smoke. Want to join us?”  
  
\_\_\_LOW \_\_\_MEDIUM \_\_\_HIGH

# ***THE SKIN: YOUR FIRST LINE OF PROTECTION FROM INFECTIONS***

**OBJECTIVE:**

To describe how a break in the skin acts as an entry point for infections.

**LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Two clear plastic glasses, plastic wrap, food coloring (any color that will show well), water.

**INFORMATION:**

One way for bacteria and viruses to enter your body is through an opening in the skin. Your skin is a very protective, strong organ which acts as the first line of defense for your immune system. A break in the skin may not be visible to the naked eye, yet it can serve as a route for infection to get into the body's blood stream. The Human Immunodeficiency Virus (HIV) can enter the body by the following routes:

1. intravenous—direct injection into the blood stream,
2. mucous membrane—getting into the eyes or mouth, and
3. open wound—a cut or break in the skin.

It is important to eliminate the exposure of other person's blood or potentially infectious body fluids to openings in our skin or mucous membranes.

**CLASS ARRANGEMENT:**

Demonstration.

## **SKILLS NEEDED:**

A basic understanding of:

- what HIV is,
- body fluids that have transmitted HIV, and
- ways HIV can be transmitted from one person to another.

## **INSTRUCTIONAL STRATEGIES:**

1. Fill both glasses halfway with water. Cover the top of each glass with plastic wrap. The water in the cup represents blood, the glass represents a blood vessel holding the blood and the plastic wrap represents the skin.
2. Make a small slit in the plastic wrap on one of the glasses. Show the class the food coloring. The food coloring represents the bacteria or virus. Drop a few drops of food coloring on each of the plastic wrap tops. (The one with the small slit in it will allow the food coloring to drop into the water; the intact plastic wrap will not allow the food coloring to enter the glass and get into the water. This is analogous to intact skin preventing bacteria and viruses from entering blood vessels and infecting the blood.) Ask the class what happened to the water inside of each glass? Why did or didn't the water change color? Explain the analogy to the class.
3. Swirl the glass in which the food coloring got into the water until the color is spread throughout the water. Ask the students for their ideas about how to remove the food coloring from the water. Explain that it may or may not be possible to remove the infection from the bloodstream. In the case of HIV infection, there is no known way to remove it... the virus and the infection will remain for the rest of the infected person's life.

## **EVALUATION/MODIFICATION:**

See grades 4 and 5 lessons for other HIV-related activities.

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# ***DID YOU KNOW?***

**OBJECTIVE:**

To become aware of the incidence of HIV infection in the United States.

**LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Colored index cards for half of the class; white index cards for the other half of the class; 12 index cards of any color marked with an "X."

**INFORMATION:**

By January 1993, more than 600,000 AIDS cases had been reported to the World Health Organization (WHO), but WHO estimates that as of mid-1993 there have been more than 2.5 million cases of AIDS worldwide. The difference in these numbers is due to under-diagnosis, under-reporting and delays in reporting. By July 1993, the Centers for Disease Control and Prevention (CDC), a special section of the U.S. Public Health Service, reported more than 300,000 cases of AIDS in the U.S. It is estimated that there are 1-1.5 million HIV-positive persons in the United States.

**INSTRUCTIONAL STRATEGIES:**

1. Give each student an index card (either a colored or a white index card). Do not tell them why you are giving them the cards. Randomly distribute the additional 12 index cards marked with an "X." The students receiving the marked cards will now have two cards. Do not discuss the what or the why of what you are doing.
2. Become occupied with some task (any task will do) that will consume three minutes of class time. At the end of the three minutes, tell the class you are going to make them aware of statistics regarding the incidence of infection with HIV and other STDs (Sexually Transmitted Diseases).
3. Ask those students who are holding an index card with an "X" on it to stand. Tell the class that in the three minutes that have just passed, this many people (12) in the world have

become infected with HIV (one person every 15 seconds around the world). (Source: AIDS Reader, VIII International Conference on AIDS, July 19-24, 1992).

4. Ask those students who are holding a colored index card to stand. Ask the class what percentage of the whole class is standing? (50 percent) This is a significant number of people; it represents the nearly one-half of this country's youth who will contract an STD by the time they are 25 years old. (Note: Emphasize to students that this does not mean one-half of this class or the students with the cards; they are only representing a statistic.)

## **EVALUATION/MODIFICATION:**

With other statistics regarding HIV and STDs in the state, nation or world, have the students create bar graphs to depict incidence.

Current state, national and world AIDS cases and other STD statistics are available from local and state public health departments. The Office of Public Instruction also distributes a quarterly newsletter to all schools that contains state and national statistics on AIDS.

## **RESOURCES:**

Meeks, L., and Heit, P., Education for Sexuality and HIV/AIDS. Blacklick, Ohio: Meeks Heit Publishing Company, 1993.

World Health Organization (WHO), New York, 1993.

Centers for Disease Control and Prevention (CDC), Atlanta, GA, 1993.

Grade

6

**LEVEL:**  
*INTERMEDIATE*

# ***DEAR SAM***

## **OBJECTIVE:**

To determine an appropriate response to HIV/AIDS questions.

## **LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

“Dear Sam” letter for each student (see below); paper and pencil for each student.

## **INFORMATION:**

Review how HIV affects T-Cells and HIV stages of infection (grade 5) and how HIV can enter the body (grade 6).

## **CLASS ARRANGEMENT:**

Individual student desks.

## **SKILLS NEEDED:**

Knowledge of how HIV affects T-Cells, stages of HIV infection, and how HIV can enter the body.

## **INSTRUCTIONAL STRATEGIES:**

1. Distribute “Dear Sam” letter to each student.
2. The student will decide how the letter writer (named “Concerned”) should be answered, and compose a response to Concerned’s letter.

## **EVALUATION/MODIFICATION:**

Different letters might be given to groups of four to five students. As a group, they would compose a reply.

**Sample letter** from a concerned person:

*Dear Sam,*

*What is HIV? Does HIV mean the same as AIDS? What does it mean when someone is asymptomatic? How does HIV get into someone's blood?*

*Sincerely,*

*Concerned*

Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***CAN YOU GUESS WHO?***

## **OBJECTIVE:**

To describe why it is not possible to identify a person who is infected with HIV by just looking at that person.

## **LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Paper and pencil for each student, magazine photos of different persons, large construction paper, tape.

## **INFORMATION:**

There are three stages of HIV infection. The first stage of HIV infection is called asymptomatic HIV infection. The individual is HIV positive, but shows no symptoms of ill health. The person feels healthy and is perceived to be healthy by others, yet is capable of infecting others who engage in HIV risk behaviors with the infected person.

The second stage is symptomatic HIV infection. The symptoms that accompany this stage include fatigue, night sweats, diarrhea, loss of weight, swollen glands in the throat, armpits, and groin and thrush (an infection in the mouth). These symptoms may be more advanced in some persons and less noticeable in other persons. The symptomatic HIV-infected person is capable of infecting others who engage in HIV risk behaviors with the infected person.

The third stage of HIV infection is AIDS. This stage is reached when a physician uses the results of special lab tests and the presence of specific infections associated with a depleted immune system to diagnose the person as a person with AIDS. This is also known as the end stage of HIV infection since there is no known cure. People diagnosed as having AIDS generally die within a few years. A person with AIDS is capable of infecting others who engage in HIV risk behaviors with the infected person.

## **CLASS ARRANGEMENT:**

Work as individuals or in groups.

## **SKILLS NEEDED:**

Knowledge of HIV risk behaviors; follow-up to “Pyramid of HIV Infection” (Grade 5); also see other HIV-related lessons for Grade 6.

## **INSTRUCTIONAL STRATEGIES:**

1. Cut out 10 to 12 photos of a variety of healthy looking individuals from magazines. In your selection include males, females, people of different ages, different races and different cultures.
2. Number each picture 1 to 12 and tape the pictures about the room.
3. Have the students number 1 to 12 on their paper. The students move about the room looking at each of the pictures of the individuals. Each student is to write next to the number on their sheet that corresponds to each numbered picture whether they think the person in the picture is HIV positive, HIV negative or has an unknown HIV status. Have the student write “positive” or “negative” or “don’t know” for each picture.
4. After students are finished, tally the results for each of the pictures. Summarize the findings. For the “positive” findings, ask the students what characteristics of the individuals in the pictures made them decide the person was HIV positive. (Some students may have already observed the difficulty in determining HIV status based on appearance.)

## **EVALUATION/MODIFICATION:**

Along with the regular pictures, use pictures from magazines of HIV positive individuals who appear healthy, if such pictures can be found. After the students have written down which pictures they think are of persons who are HIV positive and the point is made about the difficulty in determining HIV status based on appearance, indicate which of the pictured persons, although healthy looking, are infected with HIV (i.e., are HIV positive).

# ***WHAT'S MY DISEASE?***

**OBJECTIVE:**

To associate diseases with specific microorganisms.

**LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom or library.

**EQUIPMENT/MATERIALS:**

One "What's My Disease" worksheet per student (see Grade 6 Handout Masters); access to library or resource materials; paper and pencil for each student.

**INFORMATION:**

Microorganisms are living things that can be seen only through a microscope. Some microorganisms cause disease while others do not. Microorganisms can cause infectious diseases that can be transmitted (i.e., the disease is communicable) to other people. Microorganisms include viruses, bacteria, protozoa, fungi and parasitic worms.

**CLASS ARRANGEMENT:**

Individual student work, class activity.

**SKILLS NEEDED:**

Use of the library, resource materials.

**INSTRUCTIONAL STRATEGIES:**

1. Discuss the term "microorganism" (its meaning, the various types, and examples of illnesses caused).
2. Give each student a copy of the worksheet titled "What's My Disease?". Each student is to complete parts A and B of the worksheet. (This may take the entire class period.)
3. After the students have completed parts A and B of the worksheet, give each student a piece of paper and a pencil. Have the students number the paper from one to whatever number corresponds to the number of students in class.

4. Each student is to describe one of the diseases researched. When a student describes the disease, he/she is to share facts about the disease, not give the name of the disease. As facts are read one at a time, the other students are to guess the disease being described. If no one can guess the disease, the student may be asked three questions about the disease he/she is describing to see if a little more information will help name the disease.

## **EVALUATION/MODIFICATION:**

“What's My Disease?” can be played in smaller groups. Rules can be modified to reward students for correctly naming a disease.



# ***It Colors Your Outlook***

## **OBJECTIVE:**

To understand the holistic effects of alcohol on health and well-being.

## **LIFE SKILL:**

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

## **EQUIPMENT/MATERIALS:**

How Alcohol Affects Well-Being handout/overhead; red food coloring, blue food coloring, two jars (with lids) of water.

## **CLASS ARRANGEMENT:**

Entire class.

## **INSTRUCTIONAL STRATEGIES:**

1. Review definitions of health with students—**Health** is the sum of your physical, mental, and social well-being; **Physical health** is the condition of your body; **Mental health** is the condition of your mind and the ways in which you express feelings and make decisions; and **Social health** is the quality of your relationships with others.
2. Explain that to be healthy, a person must choose healthful behaviors and avoid risk behaviors. **Healthful behaviors** are actions that promote health and well-being for you and others. **Risk behaviors** are actions that might be harmful to you and others.
3. Explain that all behavior affects us in many ways. **Whole-person health**, or **holistic health**, states that any single behavior affects our total health and well-being. Use the following demonstration to illustrate this concept:

Show the students a container of red food coloring and a container of blue food coloring. Explain that red food coloring represents healthful behaviors and blue food coloring represents risk behaviors. To one jar of water add a drop of red food coloring. Mention that this drop represents a health behavior such as exercising every day. Shake the jar.

4. Ask students what they observe. They will mention that the red has spread and affected the entire jar of water. Explain that a healthful behavior has a total effect also. (Give examples: daily exercise reduces stress, helps control weight, and can be done with a friend.)
5. Repeat this demonstration by putting a drop of blue food coloring in the remaining jar of water. The blue food coloring represents a risk behavior such as drinking alcohol. Show students the handout How Alcohol Affects Well-Being. Review the effects that drinking alcohol has on health and well-being.

## **EVALUATION:**

Have students make a picture to illustrate how alcohol affects well-being using at least five facts from the How Alcohol Affects Well-Being handout.

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Meeks, L., Heit, P., & Page, R. (1994) *Drugs, Alcohol, and Tobacco: Totally Awesome Teaching Strategies*. <sup>TM</sup> Blacklick: Meeks Heit Publishing Company, Inc.

Grade

6

**LEVEL:**  
**INTERMEDIATE**

# ***DRUG-FREE CALENDAR***

## **OBJECTIVE:**

To evaluate the benefits of being drug free.

## **LIFE SKILLS:**

To discourage the use of alcohol, tobacco and other drugs, and the responsible use of prescription drugs as parts of a healthy lifestyle.

## **EQUIPMENT/MATERIALS:**

Rolls of white sheet paper, rulers, stapler, markers, paints, sample calendar, scissors.

## **CLASS ARRANGEMENT:**

Entire class.

## **INSTRUCTIONAL STRATEGIES:**

1. Divide the class into groups. Show the class a sample calendar. Explain to the class that each group is going to design a calendar that illustrates the benefits of being drug free. Each group is to design a layout for the calendar. The layout is to include space for an illustration, a caption for the illustration, the name of the month, the days of the week, and the dates. Students can use the rulers to measure the sheets for each month and to design the layout.
2. The illustration or cartoon for each month must illustrate and/or address the benefits of being drug free. For example, the layout for January might include an illustration of a snow-covered mountain. The caption might be, "A mountain climber takes one step at a time to reach his/her goal. Being drug free allows the mountain climber to head in the right direction." The layout for February might include an illustration of a female athlete jumping a hurdle. The caption might be, "It is easier to jump the hurdles in life when a person is drug free."
3. After each group has completed a drawing for each of the 12 months in a calendar year, the stapler can be used to staple the copy together to make the calendar.
4. Ask teachers in other classrooms in your building if they would be interested in having one of the groups bring a calendar to their classroom to share with their students. This sharing session might be done with students at younger grade levels. The group would share the

illustrations and captions for each of the 12 months. Then the group would give the calendar to the students to display in their classroom.

### **EVALUATION/MODIFICATION:**

Have students write letters to the students in the classrooms that were used for the sharing sessions. Each student is to write a letter providing reasons why (s)he is committed to being drug free. At least five reasons should be given.

### **RESOURCES:**

Meeks, L., Heit, P., and Page, R., Totally Awesome Teaching Strategies for Drugs, Alcohol and Tobacco, Blacklick, Ohio: Meeks Heit Publishing Company, 1994.

# ***To Smoke or Not to Smoke***

**OBJECTIVE:**

To compare students' perceptions of tobacco prevalence rates and to identify reasons why people choose/not choose to smoke.

**LIFE SKILLS:**

To discourage the use of alcohol, tobacco and other drugs, and encourage the responsible use of prescription drugs as parts of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

"To Smoke or Not to Smoke" (see Grade 6 Handout Masters; one per student), lined paper, envelopes.

**INFORMATION:**

Everyone has a personal bias concerning who smokes, who doesn't smoke, why people smoke and who actually smokes. This exercise will help clarify students' perceptions and provide information concerning the population that smokes.

**INSTRUCTIONAL STRATEGIES:**

Ask the students if they know anyone in junior high school who smokes. Inform them that they are going to perform an activity that will allow them to see what extent they believe tobacco is used in junior high. Have all students stand. Then state, "All those who believe that more than 10 percent of those in junior high school smoke may remain standing. All others sit down." Repeat for 20 percent, 30 percent, etc., until all are sitting. Inform the students that one way to get an accurate measure of the real smoking rates is to perform a survey. Have each student write a brief cover letter of what he/she is attempting to find and attach it to the Tobacco Survey. Have students place the cover letter and survey in an envelope. Contact a junior high school teacher, inform him/her of your class activity and solicit their assistance in having their junior high school students respond to the surveys. Distribute a copy of the completed surveys to each member of the class and as a class discuss the responses received. In particular, discuss the prevalence rates and

compare the results to the class perceptions. Also discuss the reasons that junior high school students chose to smoke or not to smoke. Discuss how incorrect perceptions can cause us to make decisions that we otherwise would not have made.

## **RESOURCES:**

Davis County Health Department, Utah, 1993.

# ***My Health Survey***

**OBJECTIVE:**

To expose the student to a personal health survey.

**LIFE SKILL:**

To promote personal safety, proper nutrition, physical activity, good mental health and disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

One Personal Health Survey for each student (see Grade 6 Handout Masters).

**INFORMATION:**

Health-Risk Appraisals (HRAs) are becoming more and more popular as a tool for measuring an individual's awareness of his/her personal health habits. HRAs also give each person ideas on how to adopt a healthier lifestyle.

**CLASS ARRANGEMENT:**

Individual student assessments and class discussion.

**SKILLS NEEDED:**

Reading, writing.

**INSTRUCTIONAL STRATEGIES:**

1. Give each student a personal health survey. Each student is to mark an "X" on the line preceding each statement if the statement is true most of the time.
2. Subtotal each section. Add the subtotals for a total score (use the bottom right-hand section of the survey sheet to add the total score).
3. As a class, discuss the implication for each of the statements.

## **EVALUATION/MODIFICATION:**

It would be fun and interesting to give the students this personal health survey twice (for example, at the beginning of the year and again before school is out). The results can be used to encourage personal health behavior changes over time.

## **RESOURCES:**

Nebraska Department of Education, Comprehensive Health Education Curriculum Guide, 1993.



# ***CORONARY BLOCKAGE***

**OBJECTIVE:**

To describe how a blocked coronary artery results in a heart attack.

**LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Overhead pen; overhead or poster of causes of death (see Grade 6 Handout Masters); glass of water, juice or punch for each student; one straw per student; one piece of gum per student.

**INFORMATION:**

Heart disease is the leading cause of death in the United States. There are many risk factors for heart disease. Some risk factors cannot be changed (e.g., heredity, gender and age). Some risk factors for developing heart disease can be changed. Among those are cigarette smoking, high blood pressure and blood cholesterol level. Other contributing factors are physical inactivity, obesity, stress and diabetes.

**CLASS ARRANGEMENT:**

Individual experiment or class demonstration/discussion.

**INSTRUCTIONAL STRATEGIES:**

1. Show the class the overhead or poster of the leading causes of death in the United States. Note that heart disease is the leading cause of death in the United States and has been for over 50 years.
2. A heart attack occurs when a coronary (heart) artery becomes blocked. When this happens, the heart muscle cannot receive blood. This may cause part of the heart muscle to atrophy (die). A heart attack can be fatal. [Using a diagram (see Grade 6 Handout Masters) of the heart and its arteries and veins arteries, simulate blockage in a coronary artery by marking it with an overhead pen.)]

3. To demonstrate what happens during a heart attack, have the students drink water, juice or punch through the straw. The water represents blood, while the straw represents a coronary artery. As they drink, they'll notice how easily the "blood" flows through the straw.
4. Have the students soften a piece of gum by chewing it. Place the gum at the bottom of the glass of water, juice or punch. Have the student stick the straw into the gum. The student then tries to sip the water through the straw. Little or no water will go through the straw. The gum serves as a blockage in the artery so no blood can flow through.
5. Have students describe why a heart muscle can die based on what they observed.

## **EVALUATION/MODIFICATION:**

A demonstration by just one student can shorten this activity.

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Meeks, L. & Heit, P. (1992) *Comprehensive School Health Education: Totally Awesome Strategies for Teaching Health*.™ Blacklick: Meeks Heit Publishing Company, Inc.

Grade

6

**LEVEL:**  
*INTERMEDIATE*

# ***CAUSES OF DEATH - MONTANA***

## **OBJECTIVE:**

To become aware of the causes of death in the state of Montana.

## **LIFE SKILL:**

To promote disease prevention as part of a healthy lifestyle.

## **TEACHING FACILITY:**

Classroom.

## **EQUIPMENT/MATERIALS:**

Graph paper and pencils for each student; statistics on board or overhead (see back).

## **CLASS ARRANGEMENT:**

Individual desk work, class discussion.

## **SKILLS NEEDED:**

Ability to construct a bar graph.

## **INSTRUCTIONAL STRATEGIES:**

1. Using the Montana statistics for the leading causes of death (see Grade 6 Handout Masters), have the students construct several bar graphs. Example: A graph depicting the cause of death on the x-axis and the percent of total deaths on the y-axis. As a cross-curriculum activity, have the students construct this same graph but put the number (rather than percent) of deaths on the y-axis. This will make the students calculate what each percentage is of the total number of deaths.
2. Discuss the risk factors for each of the ten leading causes of death.
3. Discuss how habits and risk factors are developed at an early age. Ask what each student can do to adopt healthy behaviors now?

## **EVALUATION/MODIFICATION:**

These statistics would need updating from year to year. The state or local health department should be able to provide current statistics. Have students write a letter to the county or state health department requesting the most current statistics on the leading causes of deaths. Discuss any changes.

The leading causes of death can be obtained for specific age groups. This lesson can be done for any age group, perhaps even an age group that includes the students' ages.

## **RESOURCES:**

Montana Department of Health and Environmental Sciences, Vital Records and Statistics Bureau, Cogswell Building, Helena, Montana 59620.

# ***COAT OF ARMS***

**OBJECTIVE:**

To appreciate and respect oneself and others.

**LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

**TEACHING FACILITY:**

Classroom.

**EQUIPMENT/MATERIALS:**

Poster board, scissors, markers, old magazines and newspapers.

**INFORMATION:**

This exercise helps each student realize the uniqueness of self, which is an important component to a positive self- image.

**INSTRUCTIONAL STRATEGIES:**

1. Explain to the class what a coat of arms is (see Grade 6 Handout Masters).
2. Each student will create their own coat of arms by drawing or gathering pictures to describe who they are. Each coat of arms should emphasize the positive aspects and strengths of each person. Examples of drawings or pictures could include people who are important to you, locations that are significant to you, activities with which you are associated or enjoy, ambitions or skills you have, etc.
3. When the students have completed their coat of arms, have each student present and explain their coat of arms. Possible discussion questions are: In what ways are the coats of arms most alike? How are they most different?
4. Display the coats-of-arms around the classroom.

## **EVALUATION/MODIFICATION:**

This exercise is very good at the beginning of the school year for the purpose of allowing the students to get to know each other better. It is important to stress respect of each person and their coat of arms. It is not how artistic a coat of arms is that is important, but the unique meaning behind each one.

## **RESOURCES:**

Adler, R. B. and Towne, N., Looking out, Looking in, Fort Worth: Holt, Rinehart and Winston, 1990.

# ***COOPERATION***

**OBJECTIVE:**

To understand the effects of cooperation on relationships with friends and family.

**LIFE SKILL:**

To promote good mental health, including family and community health, as part of a healthy lifestyle.

**TEACHING FACILITY:**

Any area free of chairs, desks, equipment or other obstructions.

**EQUIPMENT/MATERIALS:**

A rope at least 60 feet in length; three volleyball standards or other supports to which the rope can be tied to form a triangular area.

**INFORMATION:**

Intra-group competition (i.e., competition within a group) has been shown to be counter productive when compared to inter-group competition (i.e., competition between two or more groups). People learn competitive instincts at an early age and tend to remain competitive in all facets of life; overindulgence in competition can be detrimental.

**INSTRUCTIONAL STRATEGIES:**

1. Set up an "electric fence" by tying a rope between the standards. The triangular area enclosed by the rope should form an equilateral triangle approximately 20 feet on each side. The rope should be approximately three to four feet above the floor (adjust this height as deemed necessary by the instructor). The rope should be tied loosely enough so if a person fell on it, the rope would not cause any harm to anyone and it would fall to the ground. It is not meant to support any weight.
2. Separate the class into groups of about eight. Have a group of students stand inside the "electric fence."
3. The object is to get the entire group over the fence without touching the rope or standards, or without knocking the rope down. (It's electric; if it is touched, the entire group has to start over.) There is no time limit.

Discussion: Emphasize how people within a group help each other to benefit the group, and to try to accomplish something more or better than people outside that group had accomplished.

Discuss whether some people within a group got competitive and, if so, did that intra-group competition help or hinder the process of achieving the group objective? What happens when two friends who are doing a project together get too competitive with each other? (They usually argue, fight, not listen to each other.)

Discuss how the teams had to compensate for individual weaknesses and everyone had to try to work together to solve their joint problem. In any classroom endeavor, reward cooperation!!

## **EVALUATION/MODIFICATION:**

This exercise can be used to demonstrate cooperation in any group activity that you may use in your class. It is important to discuss helping behavior rather than competitiveness. Any team sport is a good analogy for using cooperation. This can also be discussed in terms of getting along within a family. This exercise can also be used to explain the importance of listening and communicating.

## **RESOURCE:**

The New Games Book





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Grade

6

***HANDOUT***  
***MASTERS***

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# SOME OF MY INHERITED TRAITS

Student Name: \_\_\_\_\_

**Directions:** The traits that you inherited from your parents make you one-of-a-kind. Below is a list of possible traits that you could have inherited. Put a mark (x) in front of each trait that you have inherited.

- |                     |                    |
|---------------------|--------------------|
| _____ straight hair | _____ left-handed  |
| _____ curly hair    | _____ freckles     |
| _____ brown eyes    | _____ dimples      |
| _____ blue eyes     | _____ pointed nose |
| _____ hazel eyes    | _____ round nose   |
| _____ near-sighted  | _____ cowlick      |
| _____ far-sighted   |                    |

\* \* \* \* \*

Here are some other inherited traits. Do you have any of these?

- \_\_\_\_\_ hairs growing on the second segment of your fingers
  - \_\_\_\_\_ your little finger is slightly bent when you place your hand flat on a table with palms down
  - \_\_\_\_\_ when you fold your hands together, the right thumb is on top
  - \_\_\_\_\_ your hair grows to a peak in the middle of your forehead
  - \_\_\_\_\_ you have a gap between your two front teeth
  - \_\_\_\_\_ you can roll your tongue into a cylinder shape
  - \_\_\_\_\_ your ears stick out, rather than lie flat to your head
-



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# WHAT'S MY DISEASE?

Student Name: \_\_\_\_\_

**A.** List one disease caused by each of these microorganisms.

<u>Microorganism</u>	<u>Disease</u>
1. Viruses	1.
2. Bacteria	2.
3. Protozoa	3.
4. Fungi	4.
5. Parasitic Worms	5.

**B.** Select one of the diseases from your list for further research. Find a book, encyclopedia, or pamphlet about this disease. List at least ten facts about this disease.

Name of disease \_\_\_\_\_

Facts:

- |    |     |
|----|-----|
| 1. | 6.  |
| 2. | 7.  |
| 3. | 8.  |
| 4. | 9.  |
| 5. | 10. |
-



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# How ALCOHOL AFFECTS WELL-BEING

## **MENTAL AND EMOTIONAL WELL-BEING:**

- Decreases learning and performance in school.
- Intensifies moods and feelings.
- Interferes with responsible decision making.
- Causes various brain disorders including organic mental disorder.
- Intensifies stress.

## **FAMILY AND RELATIONSHIP SKILLS:**

- Interferes with effective communication.
- Intensifies arguments.
- Increases the likelihood of violence.
- Causes Fetal Alcohol Syndrome (FAS).
- Creates co-dependence.

## **GROWTH AND DEVELOPMENT:**

- Destroys brain cells.
- Decreases performance of motor skills.
- Lowers body temperature.
- Dulls the body senses.
- Increases heart beat rate and resting blood pressure.

## **NUTRITION:**

- Interferes with healthful appetite.
- Interferes with vitamin absorption.
- Causes niacin deficiency.
- Causes thiamine deficiency.

## **PERSONAL FITNESS:**

- Decreases athletic performance.
- Interferes with coordination.
- Increases likelihood of sports injuries.

## **SUBSTANCE USE AND ABUSE:**

- Depresses the brain and respiration center.
- Causes physical and psychological dependency.
- Causes dizziness when combined with tranquilizers.
- Can cause coma and/or death when combined with narcotics.

## **DISEASES AND DISORDERS:**

- Causes cirrhosis of the liver.
- Causes heart disease.
- Increases the risk of cancers of the mouth, esophagus, larynx, and pharynx when combined with cigarette smoking.
- Increases the risk of kidney failure.

## **CONSUMER HEALTH:**

- Is an expensive habit to maintain.
- Is taxed heavily in some states.

## **SAFETY AND INJURY PREVENTION:**

- Is linked to most violent crimes.
- Is linked to most suicides and suicide attempts.
- Increases the risk of being injured, drowning, or falling.
- Is linked to many fires.

## **COMMUNITY AND ENVIRONMENT:**

- Is costly due to increased need for treatment centers and law enforcement.
- Is linked to many missed days of work.
- Contributes to environmental pollution.



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# LEADING CAUSES OF DEATH IN THE U.S. (1992)

1. *Heart Disease*
  2. *Cancer*
  3. *Stroke*
  4. *Accidents*
  5. *Chronic Obstructive Pulmonary Disease (COPD)*
  6. *Pneumonia and Influenza*
  7. *Diabetes*
  8. *Suicide*
  9. *Chronic Liver Disease and Cirrhosis*
  10. *Atherosclerosis*
-

